The Correlation Between Students' Self-efficacy and English-Speaking Skills in Advanced Speaking Class

A THESIS

Submitted as a Partial Fulfilment of the Requirements to Obtain a Bachelor of Education (B.Ed) in the English Education Program

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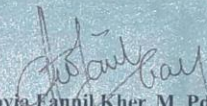
UNIVERSITAS NEGERI PADANG

2024

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Judul   : The Correlation between students' Self-Efficacy and
English-Speaking Skills in Advanced Speaking Class

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Program Studi Pendidikan Bahasa Inggris Departemen Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Padang

Dengan Judul

The Correlation Between Students' Self-Efficacy and English-Speaking Skills in
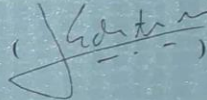Advanced Speaking Class

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ACKNOWLEDGMENT

Alhamdulillahi Rabbil Alamin. In the name Allah SWT, the most gracious and merciful, king of the universe and space. Thanks to Allah SWT, the researcher has completed a thesis. *Shalawat and Salam,* the researcher grateful to the Holy Prophet Muhammad SAW. This thesis would not have been finished properly without the guidance and support of her beloved people while arranging this thesis. The researcher presents her sincere appreciation to:

1. The Dean of Languages and Arts Faculty, Prof. Dr. Ermanto, S.Pd. M.Hum.

2. The Head of the English and Literature Department, Dr. Yuli Tiarina, S.Pd., M. Pd.

3. The academic advisor, Dr. Edi Trisno, M.A.

4. The researcher's sincere appreciation to Dinovia Fannil Kher, M.Pd. (Miss Menik) as the advisor for having available time to guide the researcher, provide guidance and support to researchers until her thesis is completed.

5. The thesis examiners, Dr. Edi Trirno M.A and Carbiriena Solusia, M.Pd., thank you for giving valuable ideas and suggestions for the completion of this thesis.

6. The mean and the staff of the Language and Arts Faculty Universitas Negeri Padang especially lecturers of the English Education Department.

ABSTRACT

This research aims to determine the correlation between students' self-efficacy and English-speaking skills in Advanced Speaking class. This research was a correlational design. The population of this research is the English Literature Department 2022 Universitas Negeri Padang from NK1-NK5, and the sample is the NK 2 class which was chosen by using cluster random sampling. The instruments of this research were a Self-efficacy questionnaire and a speaking test, and the data was analyzed using SPSS 25 for Windows. The data were analyzed the using Spearman Rank test. It was found that the sig. (2 tailed) 0.454 is higher than 0.05, which means there is no significant correlation between both variables. Therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Moreover, the results of this research showed that there was no correlation between self-efficacy and students' speaking skills in Advanced Speaking class.

Keywords*: correlation, self-efficacy, speaking skills*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara efikasi diri siswa dengan keterampilan berbahasa Inggris pada kelas Advanced Speaking. Penelitian ini merupakan penelitian korelasional. Populasi penelitian ini adalah Jurusan Sastra Inggris 2022 Universitas Negeri Padang dari NK1-NK5, dan sampelnya adalah kelas NK 2 yang dipilih dengan menggunakan cluster random sampling. Instrumen penelitian ini adalah kuesioner Self-Efficacy dan tes berbicara, dan data dianalisis menggunakan SPSS 25 for Windows. Data dianalisis dengan menggunakan uji Spearman Rank. Ditemukan bahwa sig. (2 tailed) 0,454 lebih tinggi dari 0,05 yang berarti tidak terdapat korelasi yang signifikan antara kedua variabel. Oleh karena itu, hipotesis nol diterima dan hipotesis alternatif ditolak. Selain itu, hasil penelitian ini menunjukkan bahwa tidak ada korelasi antara efikasi diri dan keterampilan berbicara siswa di kelas Advanced Speaking.

Kata Kunci: korelasi, efikasi diri, keterampilan berbicara

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CHAPTER I

INTRODUCTION

A. Background of the problem

Speaking is one of the essential English skills that should be mastered. The reason why speaking English is important is the demands of the curriculum in our country. Indonesia's curriculum called "Kurikulum Merdeka" supports learning English in class after English lessons were abolished in the 2013 curriculum. Another reason why speaking English is crucial these days is because English has become the universal language for global communication (Rao, P., 2019). It means speaking English is important for English language learners nowadays and later to communicate globally. Furthermore, speaking skills can improve someone's life more easily than before (Qureshi, 2013:3). Having strong speaking skills can greatly benefit one's career and improve their chances of success. Thus, speaking English clearly and fluently is a fundamental skill to possess.

According to Nunan et al (2003:48), speaking is someone's productive oral skill. Thus, speaking can be defined as a tool we use to communicate with other people, such as to give information, encourage social relationships, give ideas or opinions to other people, etc. Speaking is not only about the theory of how to perform but also the way to practice it. In high school and university, students often have to deliver public speeches in front of large audiences, especially in Advanced Speaking

Class. Advanced Speaking Class students is just the same as public speaking class. Students in the English Literature Department at Universitas Negeri Padang are studying Advanced Speaking in their third semester. It means they are sophomores (second-year students) in the university.

However, so many problems that students face when learning to speak English. The phenomenon aligns with many studies on speaking skills. The problems that students face while learning to speak are related to psychological and language problems, which is supported by previous research. Psychological problems include shyness, anxiety, and lack of confidence; meanwhile, language problems include inhibition, low participation, and mother tongue use. Not only that, other problems are the linguistically-related problems including vocabulary, fluency, grammar, and pronunciation. These opinions are related to several expert opinions (see Chen, 2020; Mido, 2019; Putera Jaya et al., 2022).

There are two factors that affect students speaking skills including external and internal factors. External factors are factors that come from outside a person. According to Tong (2022), there are external factors that influence students' learning ability such as feedback and performance conditions. Internal factors are factors that come from within a person including motivation, anxiety, personality, attitude, and self-efficacy (Tong, 2022). One of the important internal factors is self-efficacy.

As we know self-efficacy is part of ourselves which is an ability and mindset to achieve goals. Someone with high self-efficacy will never give up until he/she can speak English very well. Self-efficacy is an essential factor that can assist students in learning by strengthening their belief in their abilities. Self-efficacy is also crucial for college students, especially to enhance their speaking skills. This is because self-efficacy can help the students to know their portion in speaking skills. In the third semester, students in the English Literature Department at Universitas Negeri Padang learn Advanced Speaking, which is the same as public speaking where the students should deliver their speech in front of many people. Unfortunately, students may face problems when speaking in front of many people. Therefore, the students need self-efficacy when speaking English.

Some reasons prove that self-efficacy is crucial for English language learning. Firstly, self-efficacy influences students' choice of behavior and environment, including their strategies and goals. Secondly, self-efficacy can boost productivity and uphold people's mental health. Lastly, self-efficacy has a significant positive effect on employee performance. It means, there is a possibility that this self-efficacy can improve the quality of students too (Pranowo, 2021; Wicaksono & Ratnawati, 2022).

At first glance, self-efficacy is indeed similar to self-confidence, even though both of them are different. There are differences between self-

confidence and self-efficacy. Malureanu et al. (2021) state that self-confidence means a person's professed capability to tackle situations effectively on his own without learning from others and to evaluate themselves positively. Melayanti et al. (2020) state self-efficacy is things that control students' belief in their capability. Anyone that learning the English language can have self-confidence at different levels. While self-efficacy cannot be owned by everyone. Self-confidence can be exemplified when the students just say "I can do it" without doing anything, they know their abilities to do the task. However, self-efficacy is demonstrated when students not only believe in their abilities, but also take action to accomplish the task.

Regarding the importance of students mastering English speaking skills, students need support from their internal factors like self-efficacy. There are many students who interested in learning to speak English, but hesitate to try it. With self-efficacy, the students will be more effective in setting goals to speak English. That is why self-efficacy can help students achieve their goals, one of which is speaking skills. It follows that the student's degree of self-efficacy appears to have a significant impact on their capacity to speak (Bustamam, 2018). It is then assumed that self-efficacy can influence students' English-speaking skills.

These phenomena have inspired a previous researcher to examine the Self-efficacy of Saudi Learners and Their EFL Academic Performance

that has been conducted by Alrabai (2018). The result of the research showed that there is a positive correlation between both variables.

Meanwhile, Hayat et al (2020) examined the relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students. The result of this research showed that is there is a positive correlation between the two variables. Thus, the previous research above proved that the correlation between self-efficacy with academic performance and the relationship between self-efficacy with learning-related emotions and metacognition is successful.

Then, research conducted by Alam et al. (2021) also examined the self-efficacy of EFL students of pre-service in the classroom setting. The result of this research showed that there was no correlation between the two variables. While all students received the same score, their levels of self-efficacy varied, and gender was unrelated to these differences.

Next, research was conducted by Adesola & Li (2018) also examined the correlation between students learning anxiety and self-efficacy. The researcher took 24 participants from Computer Science of Brunei University London using the ethnography method. The result of this research showed that there was a strong favorable association between self-efficacy and English performance, and students with better English performed better in terms of self-efficacy ratings.

Lastly, the research conducted by Chen (2020) examined the correlation between Self-Efficacy and English performance. The study found that there was a significant positive correlation between the two variables. Students who scored higher in English also had higher self-efficacy scores than the others. Furthermore, there was a significant positive correlation between self-efficacy and English performance.

There has been a lot of research on the correlation between self-efficacy and speaking ability. It indicates that self-efficacy has a positive correlation with some variables like academic performance and emotions. Therefore, from the previous research above it is possible to see the correlation between self-efficacy and English-speaking skills. However, a study that focuses on a particular level of English-speaking class is barely examined, not to mention how it correlates to students' self-efficacy. Thus, this research then fills the gap in investigating the correlation between students' self-efficacy and English-speaking skills in Advanced speaking class.

B. Identification of the problem

Based on the background of the problem above, there are three problems identified by the researcher. The first problem that faced by students when learning English is they usually get nervous when speaking using English. The second problem refers to the internal and external factors of self-efficacy. The last problem is the factor that influences

students' self-efficacy. Therefore, this research examined the correlation between self-efficacy and speaking skills.

C. Limitation of the problem

The research is limited to the correlation between students' self-efficacy and students' speaking skills.

D. Formulation of the problem

Based on the limitation of the problem above, the problem of this research is formulated as follows "Is there any correlation between students' self-efficacy and students' speaking skills in Advanced Speaking class?"

E. Research Questions

Based on the formulation of the problem above, the questions of this research are.

1. How are the students' speaking Skills in Advanced Speaking class?
2. How is the students' self-efficacy in advanced speaking class?
3. Is there any correlation between students' self-efficacy and advanced speaking class college students speaking skills?

F. Purpose of the research

The purpose of this research is to find out the students' speaking and self-efficacy score. Then to find out the correlation between students'

self-efficacy and their speaking skills in Advanced Speaking class at Universitas Negeri Padang.

G. Significance of the Research

The researcher hopes that the results of this research can provide importance to the correlation between self-efficacy and English-speaking skills for the reader. Theoretically, the researcher anticipated that the outcome of this research would be as expected which describes self-efficacy and its relation with speaking ability. Practically, the result of this research can be useful for lectures, as it can help them to believe in their abilities. Similarly, for the students, the research's findings can motivate them to enhance their self-efficacy when performing tasks, especially speaking skills.

For researchers, the findings of this research may be utilized as a guide for the next researchers to conduct studies on additional self-efficacy cases or to apply strategies to raise students' self-efficacy in developing their English-speaking skills.

H. Definition of the key term

1. Self-efficacy

Self-efficacy refers to belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1997:203). It means that students' self-efficacy in Advanced

speaking class refers to their belief in their ability to accomplish tasks and achieve their goals. They believe they can do it by themselves and they will do anything to achieve their goal.

2. Speaking Skills

Nunan et al. (2003:48) state that speaking is someone's productive oral skill. To master speaking skills, students must practice a lot to improve their speaking skills. In advanced speaking class, the students should be able to deliver a speech in front of the class to support their speaking skills.